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ABSTRACT

Tasks of the University of Delaware Commission on Lifelong Learning are discussed. The first phase of the Commission's work was designed to establish a reliable base of relevant, up-to-date information on the status of lifelong learning in Delaware and the Nation. Five Commission tasks of phase one are: defining "lifelong learning" and determining the university's present program in this area; determining the lifelong learning needs of the state and region; determining the extent to which lifelong learning needs are unmet by existing programs; performing research on student characteristics and educational needs; and determining the feasibility of meeting unmet needs. Ten recommendations are offered, including the following: (1) the Commission should review university statements of mission, philosophy, and objectives to determine their relevancy or consistency with the concept of lifelong learning; (2) faculty should have the basic responsibility for the development of lifelong learning opportunities; (3) lifelong learning should be included in the ongoing planning of each department and/or college; and (4) more communication and collaboration should occur between lifelong learning programming staff and the Office of the Provost in planning and developing programs. (SW)

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WHAT ARE THE LIFELONG LEARNING NEEDS OF DELAWARE AND THE REGION
TO WHICH THE UNIVERSITY OF DELAWARE SHOULD ADDRESS ITSELF?

ED247873

PHASE **1** REPORT UNIVERSITY of DELAWARE COMMISSION ON **LIFELONG LEARNING**

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UNIVERSITY OF DELAWARE
NEWARK, DELAWARE
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COMMISSION ON LIFELONG LEARNING
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June 1, 1979

Dr. E. A. Trabant, President
University of Delaware
Newark, Delaware 19711

Dear President Trabant,

On behalf of the Commission on Lifelong Learning, I am pleased to submit our Phase I Report which addresses each of the five tasks specified in your charge to the Commission dated May 23, 1978.

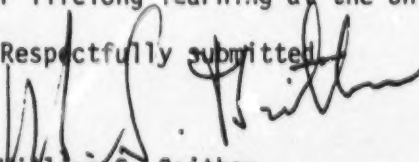
I believe we have responded in a reasonably comprehensive way and that our major goals have been achieved--the most significant one being heightened faculty awareness of the potential for increased lifelong learning activity at the University of Delaware.

The Commission has made ten recommendations. These deal both with long term actions the Commission believes the University should take, as well as near term actions that should be undertaken in Phase II. The members firmly support the recommendations which are based on an extensive review of the knowledge in the field of lifelong learning and which have taken into consideration the opinions and suggestions of members of the University community as well as many other Delawareans not directly associated with the University.

The Commission recognizes that a number of excellent programs and courses presently are being conducted in lifelong learning by many of the units. We are not recommending that these programs be changed. Instead we see that a potential for growth in nontraditional education exists and that efforts to investigate different opportunities must be made so the University may exercise the option of choice in the future.

In order to secure further involvement by the University community, the work for Phase II will be divided among task forces. Each will be headed by a Commission member with the remaining members drawn from faculty, chairs, professionals and students. The work will be completed next spring with the delivery to you of a five-year plan for lifelong learning at the University.

Respectfully submitted,


William S. Gaither
Dean, College of Marine Studies
Chair, Commission on Lifelong Learning

"Lifelong learning is the quest for and acquisition of knowledge, throughout one's life, as the basis for personal and professional development and for the improvement of society."

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UNIVERSITY OF DELAWARE
COMMISSION ON LIFELONG LEARNING
PHASE I RECOMMENDATIONS

Recommendation 1: Lifelong learning should be an essential aspect of University of Delaware teaching, research and service. The Commission on Lifelong Learning should review University statements of mission, philosophy and objectives to ensure that the concept of lifelong learning is consistent with these statements.

Comment: Progress in developing significant lifelong learning activities at the University of Delaware requires a philosophical framework which integrates lifelong learning with the creative activities which are the foundation of the University.

Recommendation 2: The basic responsibility for the development of lifelong learning opportunities rests with the faculty since lifelong learning, as an integral aspect of teaching, research and service, is an academic matter and the responsibility to formulate academic programs is assigned to the faculty. Since the faculty is organized into academic units, collective responsibility for the development of lifelong learning is understood to extend to the unit level; i.e., department and/or college. For significant accomplishments in lifelong learning, this responsibility must be exercised actively.

Comment: It is not implied or intended that each individual faculty member should engage in lifelong learning activities. Rather, just as a departmental or college faculty exercises responsibility for the unit's teaching, research and service activities, so too must the unit faculty exercise responsibility for the lifelong learning activities that are carried out in the name of the unit.

Recommendation 3: As a central academic activity, lifelong learning should be included in the ongoing planning of each department and/or college. The academic units should adopt measures to stimulate increased faculty interest in and development of lifelong learning activities, including consideration of how these activities will be evaluated for purposes of awarding salary, promotions and tenure. Seminars should be arranged for faculty on the principles of adult learning and development, and to provide exposure to new approaches that are evolving to facilitate learning by nontraditional students.

Comment: Increased participation in lifelong learning activities will depend upon the clarity with which unit faculty, chairs and deans articulate priorities for lifelong learning in terms of unit programs and constituencies, as well as upon professional incentives and administered workload policies and practices. A detailed summary of lifelong learning activities and future plans should be included in each unit's annual report prepared for the President. Planning statements should be specific so that annual reports will indicate what has been done. Consideration should be given to the form and style of reporting that would be most useful to the President and the Provost for preparation of their annual reports and other documents.

Recommendation 4: Considerably more communication and collaboration should be undertaken between lifelong learning programming and field personnel, faculty, chairs, deans and the Office of the Provost in planning and developing programs.

Comment: The present approach to lifelong learning tends often to be piecemeal. Many programs are based upon the ideas of one or two persons and may be more instinctive or intuitive than the result of careful investigation, analysis of need and weighing of priorities. This is not to discourage creative program development, but rather to encourage the involvement of many more people in the process--all of those who have primary academic responsibilities.

Recommendation 5: Each college should have an individual who is designated that unit's principal lifelong learning coordinator.

Comment: The Council of Deans has been designated by the Provost as the University's policy and advisory body in the area of lifelong learning. Therefore each dean is the principal officer responsible for providing leadership in the development of lifelong learning activities in the college. However, most deans probably will assign day-to-day liaison and coordinating responsibility to a professional member of the college or to a faculty member on administered-load. At present there is considerable variation among the colleges in the way they are organized to work in the area of lifelong learning; the range is from small colleges, reasonably well organized for lifelong learning activity, to large colleges with few resources and no personnel assigned to this area. Progress in developing lifelong learning activities in the individual colleges will require designation and funding support of at least one person (all or a reasonable portion of time) for coordinating and liaison functions.

Recommendation 6. Academic units should modify their student advisement practices and course schedules to better accommodate nontraditional learners. Additional evening and weekend credit courses are needed, along with better course sequencing and a broader range of learning formats, to allow more students to complete degrees through part-time study. Academic support units--such as the library, computing center, Instructional Resources Center and bookstore--should take the initiative in providing consultation and services for the development of innovative responses to the learning needs of new student groups. In addition, plans also should be developed and implemented to make financial assistance available to part-time students.

Comment: Many part-time students are unable to adjust work or family schedules to enroll in daytime courses. There is a need for greater flexibility and accommodation to provide maximum opportunities for part-time students to participate in the educational activities of the University. The results of any changes made should be monitored for success to determine their viability.

Recommendation 7: The academic units should develop as broad a range as possible of credit and noncredit course offerings in subject areas justified by needs analysis. Particular attention presently should be given to offerings in professional areas such as engineering, nursing, business administration, chemistry, urban affairs, public administration, criminal justice, social work and psychology.

Comment: There are professional groups working in Delaware and the region which have been identified as having significant technical and professional educational needs and interests that are not now being met by the University.

Recommendation 8: The University should continue and expand the lifelong learning research effort instituted as part of the Commission's study to keep academic units informed on changing demographic characteristics, the educational needs of nontraditional learners and subjects of both increasing and diminishing interest. The possible need for new degree programs and of alternate routes to existing ones should be studied--particularly as these might relate to graduate study by some groups of professionals in the State who would find it difficult to obtain or take advantage of an extended leave of absence for purposes of study.

Comment: Identification and needs analysis of new student groups will facilitate intelligent decisions relating to lifelong learning--especially the allocation of scarce resources. At present it is particularly timely and important for the University to assess the learning needs of professional groups that

require education on a continuing basis. Such information can lead to the scheduling of course cycles or the development of appropriate new programs that can stimulate enrollments and sustain them over long periods. In addition, ongoing research is critical to discerning shifts in needs and interests so that the University may respond to them when deemed appropriate.

Recommendation 9: As a part of its lifelong learning program, the University of Delaware should institute a pilot or experimental project to explore ways to involve and certify intellectually able persons whose previous educational preparation would not ordinarily enable them to meet formal admission requirements or to complete a degree program. Also, additional nontraditional study opportunities should be provided to make University education more accessible and/or appealing to persons who would prefer such modes.

Comment: In marked contrast with the impressive growth at the University of Delaware of enrollments by predominantly middle income persons as part-time undergraduates and as continuing education students and participants in noncredit courses and conferences, there is a notable lack of involvement of potentially able learners whose social, cultural or economic circumstances serve as effective barriers to participation in the University's educational activities. Such individuals can be found among "blue collar" workers, new immigrants, older citizens, unemployed persons and others living on marginal incomes, the handicapped and ethnic groups.

As the State University and as a leading landgrant/seagrant university with a long tradition of educational service to the citizens, the University of Delaware should find ways to identify such individuals, to encourage them, to provide transitional educational experiences to help them to overcome real and perceived barriers, and to bring them to the point where further participation in University of Delaware higher education is a valid option.

Recommendation 10: The University should take vigorous, positive steps to coordinate its lifelong learning efforts with those of the other public higher educational institutions in the State. Monthly or quarterly joint planning meetings should be initiated. A goal should be for each institution to offer lifelong learning opportunities commensurate with its educational mission.

Comment: Delawareans will benefit considerably through continuing cooperation and coordination among public institutions of higher education in the area of lifelong learning. This will aid in the identification of gaps in education offerings and will help avoid duplication of courses and programs.

In Phase II of the Commission's charge by President Trabant, the work will be divided among task forces, each headed by a Commission member, with the other task force members being drawn from the University community to include faculty members, chairs, professionals and students. The primary tasks for this phase will be:

- *Development of a five-year plan for University of Delaware lifelong learning for 1980-85 to include a statement of lifelong learning philosophy and principles, a conceptual framework for a lifelong educational program, general objectives, goals for each year and identification of any policy changes needed to implement the plan.
- *Determination of ways to secure broader faculty involvement in planning and developing appropriate new lifelong learning programs along with faculty and unit commitment to incorporate lifelong learning activities into the regular academic program. Modification of procedures for the assignment of faculty workload, if necessary, to secure commitment and increased participation.
- *Analysis of academic resources to identify potential support for lifelong learning activities from existing sources and exploration of new sources of funding.
- *Development of a plan for ongoing research to identify lifelong learning demographic characteristics, enrollment trends, learner needs and interests, and factors which relate to the time and place needs and limitations of nontraditional learners. Devise effective methods of promoting the awareness of adult educational opportunities provided by the University and of identifying new student groups.
- *Determination of ways to identify and encourage intellectually able persons whose life circumstances serve as barriers to their participation in University of Delaware educational activities.

During Phase II the Commission will meet approximately three times--once in the early fall of 1979 to orient the task forces, once in winter to study progress reports, and once in the spring of 1980 to review task force recommendations and the final report.

INTRODUCTION

The social, economic and cultural milieu in which the University of Delaware functions will undergo some significant changes in the coming years--changes that may produce far-reaching effects. Some of the realities the University community must face are:

The growing number of part-time students--who already constitute over 50 percent of all enrollments in the nation's postsecondary institutions;

The decline in the number of 18-22 year-olds in the population resulting from the passage of the children of the World War II baby-boom through college age (the numbers in this group, which accounted for the enormous expansion of enrollments in the 60's and early 70's, should peak by 1980);

The decline in the birth rate nationally and the related drop in the number of high school graduates predicted for the coming decades (by 1988 the number of high school graduates in the State of Delaware will have dropped 25 percent from the 1978 total);

The gradual decline in the proportion of high school seniors in Delaware applying to the University of Delaware (from 30 percent in 1973 to 26 percent in 1977);

The "aging" of the United States population in general (between 1970 and 1980 there will have been a 44 percent increase in the number of 25-34 year-olds in the population, and the percentage of the population that is 65 years-and-over is steadily increasing);

The growing disillusionment of youth with the idea that "college is the answer to your (especially career) future";

The general toll inflation is taking on family income and the resulting necessity for women to enter or re-enter the world of work;

The concomitant effect of inflation on the ability of families to afford college educations for their children;

The need of individuals to retrain and re-educate themselves in the face of job obsolescence and the increased specialization required in jobs;

The increased educational requirements by professionals for licensing and relicensing;

The effect of women's rights' movements that stress the importance of being a more independent, fulfilled person and thereby encourage women to obtain more education;

The increasing percentage of the population who have some higher education and who, as studies show, are therefore likely to pursue still more education (for example, college graduates are two-and-one-half times as likely to participate in continued educational activities as are high school graduates).

These are some of the major socioeconomic changes that will significantly affect the University during the next ten years. The summary effect of these changes is that while the University's traditional population of youthful students may gradually decline, participation by part-time, nontraditional students may increase. How the University will respond to these changes is another question--a question that was partially responsible for the establishment of the Commission on Lifelong Learning.

In June, 1978, President Trabant established the University of Delaware Commission on Lifelong Learning in recognition of the fact that individuals today learn throughout their lives--in contrast with the traditional view that people are educated for adult life only during their

youth. The Commission was charged to function as a study group and catalyst for developing a lifelong learning program for the University. It is recognized that lifelong learning is not a new concept at the University--many courses and programs for nontraditional students are already offered by colleges and departments; however, in the face of change it appears that many more would be appropriate. As the 1971 Decade Ahead Report to the President states: "Lifelong learning is an important, indeed the ultimate goal of all university programs in education..." President Trabant sees this statement as being even more pertinent to the University's direction during the coming decade.

The President's charge to the Commission specified two phases of work; the first, to establish a base of information on which the second--to develop and implement a lifelong learning plan--would be built. As part of the first phase, the Commission was asked to consider the following five Task Questions:

- Task One: Define "lifelong learning" and determine the University of Delaware's present program in this area.
- Task Two: Determine the lifelong learning needs of the State and region to which the University should address itself in the future.
- Task Three: Determine the extent to which lifelong learning needs are unmet by existing programs.
- Task Four: Perform the research necessary to determine the characteristics, motivations, attitudes, programs, financial requirements and time and place needs of new student groups.
- Task Five: Determine the extent to which it is appropriate and feasible to try to respond to the unmet needs.

The Commission's initial activities were aimed at establishing a reliable base of relevant, up-to-date information on the status of lifelong

learning in Delaware and the Nation. Dr. Barry R. Morstain*, Associate Professor, College of Urban Affairs and Public Policy, agreed to prepare a paper on the "state of the art" of lifelong learning in the United States as a first step in this process. The paper was completed and presented to the Commission in January and represented an excellent contribution to the Commission's base of knowledge.

At the same time, the Commission staff conducted extensive literature searches on such topics as adult development and learning, innovative programs and trends in nontraditional education and needs assessment surveys. This information was reviewed and referred to Dr. Morstain as supplemental data for his paper; selected materials were also circulated regularly to Commission members. A small library of current literature on lifelong learning has been accumulated in the staff office and is available to anyone interested in using it.

Other staff work included compiling a comprehensive list of providers of adult learning opportunities in Delaware so Commission members could have a current overview of such activity within the State. To secure reliable profiles of participants in lifelong learning in Delaware, the staff completed statistical studies on both current participants and "persons expressing an interest" in Continuing Education at the University. Additional work was completed which applied adjusted national participation rates to present and projected demographic data of the State of Delaware--thereby allowing a comparison of Delaware's present and future status to national trends in adult education. This information was used in the Commission's response to Task Question Two. Finally, to help answer Task Question Three on "unmet needs," the Commission staff conducted Statewide survey interviews of 40 people who occupy key "educational" positions in training and personnel development with industry, public and private agencies, professional and labor organizations and educational institutions. Interviewees were asked to answer a number of questions aimed at determining--from their perspectives and based on their experience--what they saw as present unmet needs in adult education in the State. In addition to this information, the survey also

*Adult education and motivation have been areas of interest and research by Dr. Morstain for some time.

gave the Commission a better feeling for sentiment in the State concerning lifelong learning and the role expected of the University of Delaware.

On January 19, 1979, the Division of Continuing Education sponsored an in-house workshop for its professional members and invited all Commission members to participate. Dr. Alan B. Knox*, a distinguished adult educator and author, led the workshop. His main emphasis was upon the developmental stages of adults, how adults differ as learners from traditional students and how those who provide education and services for adults can best accommodate the adult student.

The Commission next invited Commission members and chairpersons to a two-day Lifelong Learning Workshop on January 23-24. The purpose of the first day was information gathering. Dr. Morstain presented his paper at the beginning of the workshop. Dr. Neale R. Berte and Dr. Robert Hatala, two outside consultants with considerable experience as academicians and practitioners in the field of nontraditional postsecondary education, were also invited to share their knowledge and expertise with those attending. Dr. Berte is President of Birmingham Southern College and previously was Dean of New College at the University of Alabama. Dr. Hatala is Dean of University College at Memphis State University. Both New College and University College are separate, degree-granting units that offer external degree programs that encourage students to obtain baccalaureate degrees through contracts and independent study. All three presentations served as a base of information for the discussion sessions that followed.

The second day of the session consisted of a "Problem Identification Workshop" with the goal of defining and ranking the major problems involved in developing a more comprehensive lifelong learning program at the University. Those participating were asked to define one or more problems, with each of their presentations allowing for requests for clarification but not discussion. After the initial presentations, the problems were further refined and consolidated into a final, well-defined set of nineteen. Each participant then was asked to rank these in order of importance as a basis for a final list of "Priority Problems." Twenty-four persons participated in the workshop. Many

*Dr. Knox, who is the author of Adult Development and Learning, is Professor of Education at the University of Illinois and previously was Director of Continuing Education and Public Service at that University.

of the problems they presented had been identified during previous discussions with colleagues in the academic units; hence, it was felt that significant suggestions and results which were representative of the University community were obtained.

The top six problems in the ranking received considerably more support than the remaining thirteen and, consequently, are viewed by the Commission as priority problems that need to be addressed. These are:

- Problem 1: Need for an explicit University mission statement within which all University programmatic activities, including lifelong learning, can be articulated;
- Problem 2: Insufficient faculty and professional staff resources in areas where the demand for lifelong learning is recognized and growing;
- Problem 3: Consequences of expansion or non-expansion of present commitment to lifelong learning (is there an alternative?);
- Problem 4: Possible consequences of interested faculty participation in lifelong learning;
- Problem 5: Modification of existing University policies and provision of systems to insure access for students not currently served by the University;
- Problem 6: A proposal for market analysis.

Several of these problems are directly related to the recommendations the Commission has made for Phase II.

A second important objective for Phase I was to involve departments directly in the Commission's work. To accomplish this, chairpersons and faculty were asked to review the status of lifelong learning at the University in two major ways. The first involved submission by the deans of reports describing current college offerings in lifelong learning as well as unmet needs in their respective disciplines throughout the State. These reports

represented a summation of oral and written exchanges between the deans and their chairs and faculty. The second opportunity for further involvement was the Problem Identification Workshop previously described. Both in preparation for the workshop and during the session itself, faculty were able to share questions and concerns regarding an increased commitment to lifelong learning at the University.

Having completed their information gathering and sensitizing activities, the Commission was ready to answer the five Task Questions and then, based on the answers, to draw up a set of recommendations for Phase II--Planning and Implementation. The following sections present the Commission's answers to the Task Questions. A note is provided wherever a portion of an answer led the Commission into making a recommendation. The list of recommendations is presented at the beginning.

TASK ONE: DEFINE "LIFELONG LEARNING" AND DETERMINE THE UNIVERSITY OF DELAWARE'S PRESENT PROGRAMS IN THIS AREA

The first task of the Lifelong Learning Commission was to establish an "official" definition for the term "lifelong learning." Since lifelong learning is seen as occupying a central place in the University's mission, it was felt that the definition must reflect a philosophy consistent with that of the University of Delaware.

Several questions arose when the deans submitted their suggested definitions to the group. Should the definition include the phrase "a set of opportunities or organized learning experiences best offered by the University"? This phrase was discarded because it was decided that a satisfactory definition of lifelong learning should allow for a myriad of possible formal and informal learning sources for an adult. Describing the goal of lifelong learning as "intellectual achievement" was also considered too limiting, since it seems to imply traditional academic achievement and overlooks professional and personal development.

Should lifelong learning be referred to as the "process by which individuals acquire knowledge, skills and values beyond the conventional limits of educational preparation for vocational objectives"? This viewpoint was dismissed because many of today's adult students are very concerned with and involved in professional/career development throughout their lifetimes.

Is lifelong learning an "attitude"? The Commission agrees that "attitude" is an important aspect of lifelong learning but believes that this concept omits an essential "action" component of learning--i.e., the importance of the lifelong learner taking some action to learn, not just considering it. Hence, came the perception of lifelong learning as a "quest."

The importance of viewing lifelong learning as a "never-ending process," is considered by all to be the essence of the definition; hence, "throughout one's life."

Lifelong learning is seen as a "means of achieving a satisfying and productive life" and as providing "everything from specific, job-oriented cognitive skills to the creation of an increased awareness of self and culture"; hence, "as the basis for personal and professional development and for the improvement of society."

And so emerged the Commission's definition of lifelong learning for the University of Delaware:

Lifelong learning is the quest for and acquisition of knowledge, throughout one's life, as the basis for personal and professional development and for the improvement of society. To implement this concept, the University of Delaware provides opportunities for individuals of all ages to participate in organized learning and enrichment experiences within the University's mission.

This concept, however, was not adequate as an "operational definition" for use in Phase I for such practical endeavors as conducting statistical surveys and interviews, analyzing data, and recommending decisions on University policy in the area of lifelong learning. For these uses the Commission chose the narrower definition "any organized learning experiences for a person over 17 years of age who is not a full-time enrolled student in secondary or post-secondary education." This same definition is used by the National Center for Educational Statistics (of H.E.W.) and was therefore very useful in evaluating pertinent national data--it defines the lifelong learner as the "adult, part-time student" or the "nontraditional, adult student." The fact that the educational experiences of 18-22 year old persons whose full time "occupation" is that of student are omitted poses no problem since the Commission's charge is not to review the programs for the traditional, full-time undergraduate or graduate, but rather to focus on "new student groups." The stipulation of "organized learning" also is appropriate since that is the only kind of educational experience with which the Commission realistically should be concerned as it considers options for the University. Finally, although the operational definition omits the learning experiences of children and youth, it is important to note that the official definition places no limitations on age, and Commission members have suggested that programs for capable young people and/or families should be considered by the University.

The present extent of involvement in lifelong learning activities and programs at the University varies from college to college*. These activities may all be grouped under the heading of "outreach" programs in that they are attempts to reach beyond the traditional full-time student. "Outreach" activities in turn may be further broken down into three categories:

*In order to determine the University of Delaware's present programs in lifelong learning, unit reports submitted by each dean and the Annual Reports and Five-Year Plans of each college were studied.

1. "continuing education," which would encompass any type of learning activity that is presented in a structured "course" format (regardless of whether a short course, workshop, credit or noncredit course);
2. "technical assistance and consulting," which would include services that are generally requested and paid for, but not "taught" in the form of a structured course;
3. "public service," which would encompass a variety of usually free, educational services offered to the public in some manner other than a structured course.

The main emphasis in answering this Task Question will be on the continuing education activities of the colleges--since this is the category which is congruent with the concept of education for the part-time nontraditional student.

The College of Agriculture has the longest tradition of participation in lifelong learning at the University through its Cooperative Extension program. Cooperative Extension is an integral part of the University of Delaware a landgrant institution. Its partnership with the United States Department of Agriculture and State and county governments has long supported a sophisticated Statewide system that provides scientifically-based information to the agricultural community and the people of Delaware. Most adult education in Cooperative Extension is offered in the form of demonstrations, one-day short courses, evening short courses and seminars.

An area of emphasis in Cooperative Extension is "Agriculture and Natural Resources," which provides educational services to agricultural producers and related industry. Emphasis here is on teaching through demonstration of new production and management techniques. Some recent programs stress disease-resistant crop varieties and improvements in housing poultry and feeding livestock. In addition, much information is provided the homeowner on topics such as lawn care, pest control, care of small engines and maintenance of home heating systems. A special service is the Telephone Information Service for homemakers and gardeners.

Home Economics Extension is another important aspect of Cooperative Extension. Its mission is "to help the family make the wisest use of its resources to achieve family goals." Main programs emphasize nutrition, child development, marketing, textiles and clothing, home management and human

relations. Extension Home Economists work cooperatively with community agencies to provide programs; they have conducted Statewide in-service training for Headstart personnel and have helped train volunteers for Drug Information Action Line (DIAL). Daily radio broadcasts of interest to homemakers and consumers also are made.

A third area of Cooperative Extension--Community Resources--provides free technical assistance to communities. This is a rapidly growing service area aimed at helping people fully develop their community's resources--especially through utilization of State and federal programs and grants. Some of their recent programs have been concerned with improved housing.

The College of Agricultural Sciences enrolls about 75 part-time matriculated students, who represent 10 percent of all majors in the College; in addition 90, or about 3 percent, of all Continuing Education students list agriculture as their main area of interest. The College normally offers about five evening credit courses on campus during the year. It sponsors an equal number of off-campus credit courses, as well as several noncredit courses, in cooperation with the Division of Continuing Education.

Another unit that offers a large number of services is the graduate College of Urban Affairs and Public Policy. This College, like the College of Agricultural Sciences, is in a unique situation with regard to providing activities that fall into the category of lifelong learning--the College essentially "applies the landgrant philosophy to the problems and dynamics of an urban society," mostly through direct technical assistance to public officials and State agencies.

Assistance in government organization, fiscal policy, program evaluation and community development is provided through three main avenues:

1. The Census and Data System, which manages demographic data, trends and research;
2. The Urban Agent Program, which is based in Wilmington and provides assistance in planning and organization to community groups;
3. The Delaware Public Administration Institute, which offers assistance, training and research to improve public management in local and State agencies.

Most of the outreach activities of Urban Affairs represent technical assistance to an agency, organization or community. However, some of the

College's responses to the needs of outside clients--such as workshops and seminars conducted on grievance handling and union contract administration, and training workshops for public sector trainers--are continuing education activities.

Nearly 50 percent of the students in the College of Urban Affairs and Public Policy are part-time, while less than 1 percent of CEND students list Urban Affairs as their main area of interest. The College conducts most of its courses on campus at night--i.e., approximately 50 evening credit courses during an academic year.

The graduate College of Marine Studies can be grouped with Agriculture and Urban Affairs in that it, too, adheres to a landgrant (actually seagrant) philosophy--involving the University, industry and government working together in research, education and advisory services. The College administers the Delaware Sea Grant College Program within which the Marine Advisory Service is responsible for four types of public service activities:

1. Public information--which includes the "Fisherman's Hotline" that informs callers of daily weather and fishing conditions, as well as continuing education through one- and two-day special interest workshops on topics such as marine business management, marine insurance, and coastal oil and gas development;
2. Recreation and tourism services--such as program planning for the Delmarva Waterman's Exhibition;
3. Food from the Sea Program--which is concerned with problems of commercial fishermen and includes cooperative research work with the State Department of Natural Resources and Environmental Control;
4. Pre-college education--which involves preparing resource materials for use in high school classrooms and in-service continuing education workshops on the marine environment for teachers.

Two unique continuing education programs conducted by the College are the "Family Marine Experience" (sponsored in cooperation with the Division of Continuing Education), which is a week-long learning session held once a year at the Lewes Marine Studies Complex, and a noncredit course on charter boat operation aimed at Coast Guard licensing or relicensing.

About one-third of the students of the College of Marine Studies are part-time (i.e., 25 out of 79); less than 1 percent of CEND students, however, list Marine Studies as their main area of interest. The College offers approximately five evening courses each year, a few of these in Lewes.

The College of Arts and Science, which includes about 50 percent of the undergraduate and 38 percent of the graduate enrollment at the University, offers a large number of courses aimed at meeting the needs of part-time students. In a typical academic year, the College schedules approximately 220 arts and social science credit courses and 135 science and mathematics credit courses in Newark in the evening, along with 210 off-campus evening credit courses. Almost all of the arts and social science courses are at the undergraduate level, whereas about one-third of those in the science and mathematics category are at the graduate level.

In addition to offering many traditional courses during the evening, the many departments of the College sponsor a number of unusual course offerings (many of them scheduled off-campus and not for credit and therefore provided in cooperation with Continuing Education): the Department of Art History offers noncredit "Lunch and Learn" and Saturday credit classes at Wilcastle; Computer Science sponsors credit and noncredit courses to improve marketable skills along with specialty courses for professionals; the School of Life and Health Sciences provides seminars in genetic defects and counseling. The Department of Music sponsors a concert/lecture series and offers Saturday music lessons for the community. Similarly, the Department of Philosophy is active in the Delaware Humanities Forum program--providing speakers and panelists. The Department of Psychology has sponsored programs to retrain professionals with Ph.D.'s in psychology for professional clinical work, while Women's Studies has offered public lecture series.

About 10 percent, or 600, of the undergraduate students in the College of Arts and Science are part-time as are one-third, or 215, of the graduate students. In the Division of Continuing Education, 39 percent of the students chose arts and social sciences as their interest area and 12 percent chose mathematics and science areas.

The College of Business and Economics has a relatively large part-time enrollment compared to the other colleges. About 12 percent of their undergraduate enrollment is part-time as is 80 percent of their graduate enrollment. In addition, approximately 22 percent of CEND students list accounting, business

administration or economics as their main area of interest. The College schedules approximately 100 evening credit courses in Newark during an academic year and, in cooperation with the Division of Continuing Education, more than 50 off-campus courses. The graduate M.B.A. program may be completed in the evenings--being especially designed for students who are employed full-time--as can the undergraduate accounting and business administration degrees.

In addition to its degree programs, the College provides various services to the State. Through its Center for Economic Education, it offers in-service programs for teacher training and develops resource materials for all grades. The Department of Accounting supplies strong leadership to professionals, coproduces the journal "Delaware Society of CPA's" and cosponsors the Delaware Tax Institute. The college also cooperates with the Division of Continuing Education in offering a number of noncredit courses--an important one being the CPA Review course.

The College of Education operates approximately 125 evening credit courses in Newark during an academic year--three-fourth of which are at the graduate level. During the same time period, 75 courses are scheduled at off-campus locations in cooperation with the Division of Continuing Education--nearly all of these at the master's level. About one-seventh of the College's undergraduates are part-time as are almost 80 percent of its graduate students. In addition, one-eighth of CEND students list education as their main area of interest. The master's degrees in counseling and educational leadership offered in Dover follow a weekend format that was specifically established to meet the needs of working, adult students.

The College of Education also provides services and noncredit continuing education programs to the State. The Desegregation Training Institute was a yearlong project aimed at preparing over 200 personnel to cope with the changes involved with desegregation. A training institute for home and school advisers and human relations specialists was organized by the College, as was a training program for reading specialists in New Castle County.

The College of Engineering offers approximately 30 evening credit courses in Newark during the academic year--all at the upper or graduate level. No credit courses are offered off-campus. Approximately 8 percent of the College's undergraduates are part-time, as are 28 percent of its graduate students. About 7 percent of CEND students list engineering as their main area of interest.

Several noncredit courses are conducted by the College for technical personnel. Some short courses (three to five days) are given at the University

and usually deal with subjects that are at the forefront of research. Some of the noncredit courses given in cooperation with the Division of Continuing Education are: Chemistry of Catalytic Processes, Professional Engineering Review (civil, chemical, electrical and mechanical), and Advanced Topics in Ground Water Hydrology. In addition, some "in-house" courses are provided on-site for industry to help clients apply academic and research knowledge to their own specific situations.

The College of Human Resources offers about 50 evening credit courses in Newark during an academic year. A few programs also are conducted off-campus through Continuing Education. About 8 percent of the College's undergraduates are part-time, compared to 60 percent of its graduate students. Approximately 2 percent of CEND students list human resources as their main area of interest.

The College works closely with Home Economics Extension in co-sponsoring continuing education and public service programs on textiles and food preparation and preservation. Teaching aids for Extension specialists also are provided, as are in-service continuing education workshops for teachers. Recently a workshop on foster care was conducted in cooperation with the Division of Social Services. Many faculty members serve as consultants and resource specialists for Delaware school districts.

The College of Nursing has a well organized and successful continuing education program for practicing nurses who want to stay current in their field or wish to obtain a bachelor's degree. The College has a full-time continuing education coordinator responsible for these part-time students and their curriculum. A faculty committee is involved with planning programs. The committee bases many of its decisions on an annual survey of student interests. The College offers 15 evening credit courses in Newark during a typical academic year; and, in cooperation with the Division of Continuing Education, gives a few credit courses off-campus as well as a number of noncredit courses, seminars and workshops (e.g., The Patient and Nurse Coping with the Stress of Illness, Assertiveness in the Nursing Profession). Telecommunications conferences have also been used by the College to bring "lifelong learning" to nurses working throughout the State.

Undoubtedly the most significant offering for the adult, part-time student in nursing is the "open curriculum" program, established expressly for licensed nurses holding diplomas from hospital or associate degree programs and wanting a bachelor's degree in nursing. Students carry out a program of

self-instruction followed by "challenge" exams which, if successfully completed, allow credit for specific nursing courses.

Approximately one-tenth of the College of Nursing's undergraduate matriculated students are part-time compared to almost 50 percent of those in their graduate program. About 5 percent of the students in Continuing Education list nursing as their main area of interest.

The Division of Continuing Education itself has traditionally been the central focus for lifelong learning courses at the University--its mission being to "extend the University's store of knowledge and the talents of its faculty and staff to the citizens of Delaware." In the credit area this is accomplished through offering more than 400 off-campus courses a year. This allows part-time, adult students either to follow their personal interests or to pursue an undergraduate or a graduate degree at locations and times convenient to them. Courses are taught by both full-time faculty members and selected business and professional leaders serving as part-time instructors.

Courses are scheduled Statewide at many locations: in Wilmington at the Wilcastle and Goodstay Centers, the Jewish Community Center, Mount Pleasant High School and Delaware Technical and Community College; in Newark on the main campus and at John M. Clayton Hall; in Dover at the Air Force Base and Delaware State College; in Milford and Seaford at the senior high schools; in Lewes at the College of Marine Studies and Beebe Hospital; and in Georgetown at Delaware Technical and Community College. Approximately 4,500 students took credit courses at these off-campus locations during 1977-78.

The courses represent the curricula of almost every college/unit on campus--the great majority of them being arts and science, business (i.e., accounting, business administration or economics) and graduate-level education courses. There were more than 7,000 registrations for all off-campus evening credit courses during the 1977-78 academic year.

The Division of Continuing Education also sponsors much of the non-credit course activity at the University (the degree of involvement in such activities by the colleges has already been reported in their respective sections). During the year 1977-78, the Division offered approximately 375 noncredit courses for professional and personal development. These were attended by about 8,000 people. As in the credit area, noncredit courses represent almost every college/unit on campus and are given in the form of short courses, seminars, workshops and conferences. The courses cover everything from continuing professional education (for real estate sales agents and brokers, physicians, engineers, dentists,

nursing home administrators, nurses and others), to on-site seminars for criminal justice agencies in six other states, to computer technology and paralegal certificate programs, to human growth workshops.

The Division of Continuing Education also administers a wide variety of public service cultural activities such as Statewide performances of the Delos String Quartet in residence at the University of Delaware, diverse art and documentary exhibitions, cultural workshops and studytrips. During the year 1977-78, nearly 16,000 people attended these programs. The Division also administers the Over-65 Club. Qualified members are admitted free to most University cultural and sports events and receive reduced rates on studytrips. This is the extent of "services" offered expressly for older citizens by the University at present.

Some other accommodations that have been made at the University for non-traditional, part-time students are various administrative and student services. Two primary needs of the part-time student in particular are reliable sources of current information about the University and its programs, and good counseling regarding educational decisions--all available when and where the student needs them. The typical mode in which each college assigns an admitted student who has declared a major to a faculty adviser (who is most accessible during the day-time) is not a great help to the matriculated, part-time, working, adult student--and is of no help to a student who would like to learn more about a major directly from the responsible department but who is not yet a matriculated student. Although "evening appointments may be arranged" this often is difficult to do.

The principal source of counseling and academic information for the nonmatriculated, adult, part-time student is the ACCESS Center (Adult Center for Continuing Education Student Services) of the Division of Continuing Education, which provides services of professional counselors free-of-charge to any student requesting help. Day and evening hours are maintained throughout the week, with counseling available at three locations--Clayton Hall in Newark, Wilcastle Center in Wilmington, and the U.S. Air Force Base in Dover. The ACCESS Center in Newark maintains a library of educational, career and personal development materials that are made available to students. In addition a PLATO computer terminal is used to make "self-directed searches" of career interests and potential occupations. Written "interest inventories" may also be taken by students and evaluated by a counselor for the same purpose.

The College of Arts and Science also maintains a well-staffed center of trained advisers (the College of Arts and Science Advisement Center) that is

open every weekday for undeclared students in the College. This center maintains contact by mail and telephone with part-time, matriculated students and sets aside scheduled evening hours for them during registration. Similarly, the College of Business and Economics provides a well-staffed, well-informed advisement center for its matriculated students and offers some evening hours for the part-time student. Both of these advisement centers are open and available to any student who needs assistance--whether matriculated or not--and they advise many part-time adult students by telephone.

The other colleges generally do not make any special provisions for advising adult, part-time students beyond assigning a faculty adviser to those who are matriculated. It should be noted, however, that the College of Nursing does keep a list of nurses who express an interest in pursuing the Open Curriculum. When a sufficient number of names is accumulated, an introductory, group advisement session is held for these prospective students--in the evening if necessary.

As is obvious from the earlier descriptions of their programs, the various colleges and divisions have made partial response to the scheduling needs of adult, part-time students--especially in the offering of evening courses by most of the colleges. Nevertheless, the University is still very far from providing such students with the opportunity to complete most standard degrees solely through evening attendance. Additional responses have been made at the undergraduate level through scheduling weekend courses at Wilcastle through the Division of Continuing Education, and at the graduate level with the highly successful Dover master's programs in counseling and educational leadership. The students in the master's courses attend classes all day Saturday and Sunday on alternate weekends in order to complete their degrees in one-and-a-half years.

A number of innovative curricula and formats also exist on campus. The College of Arts and Science provides considerable flexibility, for example, for students who need nonstandard degrees. First, the interdepartmental and double major options allow a range of possibilities to students who need to combine two or three areas of study into a major. The Bachelor of Arts Liberal Studies degree is even more flexible in that it totally opens up the "major" requirements so that students may structure their own degree programs--pending approval of both an adviser and the dean. These options are available to full-time and part-time students alike. The College of Engineering recently has developed a five-year Engineering/M.B.A. degree program for students interested in engineering administration.

The College of Nursing's Open Curriculum is an excellent example of encouragement of an alternate method of awarding credit (i.e., by examination) to students. On a lesser scale, most other colleges and departments also permit students to receive "credit-by-examination"; this process allows students to receive credit for a course by successfully passing an equivalency examination provided by the department.

As to technological innovations, the best-known and most rapidly accepted of such developments on campus is the computer-based educational system--PLATO. The Colleges of Agricultural Sciences, Education and Nursing and the Department of Music in Arts and Science use this system as a teaching aid in a number of their credit courses. Several other departments in Arts and Science also use PLATO as a teaching aid for their students but to a lesser degree. The average use of a PLATO terminal (there are fifty on campus) was approximately 140 hours per week during 1977-78 and this is expected to increase in the coming years (i.e., approximately a 70 percent increase per year is predicted).

The Instructional Resources Center offers a wide range of audiovisual and instructional development services to the University community. To date there has been only modest use of television on campus, although some innovative applications which have been made include: use of taped television lectures for the Department of Philosophy's introductory course; a taped series of French one-act plays; production of a Marine Studies documentary; production of videotapes of children in various settings for use as teaching aids in child development and home economics education classes by the Department of Individual and Family Studies; and current taping of a complete course in integrated optics by the College of Engineering. In addition, several courses on topics such as electrical engineering, child development and income tax form preparation have been developed by Instructional Resources Center for experimental broadcast on the cable television system.

The College of Nursing has developed a relatively sophisticated system with the Instructional Resources Center which is centered around a video dial access information retrieval system and provides opportunities for review and independent study for their students; this system permits a student to call up onto a color video monitor numerous videotaped lectures and/or demonstrations. The Department of Language and Literature's language laboratory is another example of use of technology to allow self-study by students.

Another innovation which is being developed is the use of "teleconferences"; the Division of Continuing Education in cooperation with the

Delaware Division of Public Health has used a teleconference network to teach clinical laboratory personnel on-site throughout the State: a lecture series was given by telephone using courses and faculty from the Center for Disease Control in Atlanta, Georgia.

The University libraries have more than 1,500,000 volumes and over 11,500 periodicals and serials available to students--including those registered through Continuing Education. The libraries, therefore, should be viewed as a prime resource for lifelong learning at the University--particularly with regard to the potential they represent for independent study programs. In addition, the libraries lend some 3,500 books and photocopies and answer about 700 reference questions a year for smaller public libraries--most of this information being used for the continuing self-education of borrowers (i.e., "nontraditional students") in the State.

The University Writing Center, located in the Morris Library, also offers unique services to nontraditional students who feel that they require assistance in either written or oral communication skills. Students may request help and be instructed on a one-to-one basis to improve and/or refresh writing skills (such as punctuation, spelling, vocabulary, grammar and organization) or oral skills (including pronunciation and oral presentation). Instruction is free to all students who are attending the University and evening hours can easily be arranged. These services are of special value to adult students who are returning to school and need to build their skills and, equally important, their confidence in written and oral communication before they continue at the University. During the academic year 1977-78, 249 students from Continuing Education requested and received 1414 hours of individual instruction at the Writing Center.

Few other support services presently are available to the nontraditional student. The Commission on the Status of Women and the Office of Women's Affairs both are actively working to bring about recognition and resolution of the problems confronting the adult woman student who is entering or re-entering the academic world and often has family responsibilities. The Returning Adult Student Association has attempted to serve as a support group for adult students in the past but seems to suffer from lack of participation and/or University support.

Having looked at the present activities at the University of Delaware, it becomes evident that even though the University is already an active lifelong learning institution, there are many areas which demand attention and in which many more courses and services and improved scheduling are necessary for non-traditional students.

TASK TWO: DETERMINE THE LIFELONG LEARNING NEEDS OF THE STATE AND THE REGION TO WHICH THE UNIVERSITY SHOULD ADDRESS ITSELF IN THE FUTURE

The Commission believes that the answer to this task question requires an understanding of the range of course offerings for adults currently provided within the State, some knowledge of the types of adults who take courses, consideration of the prospects for increased participation in higher education by adults within the State and the region, and clarification of the University's mission as it relates to various types of adult learning needs. Data on courses in Delaware intended primarily for adults was obtained by means of a review of recent scheduled offerings and interviews with representatives of educational and other providers. Information on current participants in adult education and future market prospects came from several Commission staff research projects supplemented by various state and national studies. Both the January 24 Problem Identification Workshop and several Commission meetings helped to shed light on the question of what should be the University of Delaware's major thrust in the area of lifelong learning.

An array of State providers offers a range of courses for adults in a variety of formats. In New Castle County, eight postsecondary educational institutions are actively involved in responding to adult learning interests and needs. Two other institutions, Temple University and West Chester State College, either have offered recently or are expected to offer instruction in the County for adults. In addition, Nova and Walden Universities (both from out of state) offer doctoral degrees through innovative formats for professionals--especially school administrators--to further their education. The University of Delaware provides the most extensive set of offerings which includes credit courses in most academic areas as well as noncredit programs for personal and professional development, for licensing and relicensing requirements and for avocational interests. Widener College has two evening master's programs and also offers a few third- and fourth-year undergraduate business courses for credit. Several of the County's two-year colleges emphasize professional and vocational subjects for adults. Delaware Technical and Community College offers evening and a few Saturday morning credit courses on a variety of vocational subjects at its Stanton and Wilmington campuses. Goldey Beacom and Brandywine Colleges emphasize business and secretarial subjects in their evening credit offerings, while more traditional academic subjects predominate at Wilmington College and the University

of Delaware's Wilmington Parallel Program. Both Delaware Technical and Community College and Brandywine College also are actively involved in the noncredit area, with particular emphasis on vocational and personal skills.

In addition to the postsecondary schools, other educational institutions and a variety of organizations and agencies sponsor lifelong learning activities throughout New Castle County. Area high schools have evening programs that respond to a range of avocational interests including fitness and health, sports, and arts and crafts. Many of these schools also offer academic courses--such as computer programming, bookkeeping, and income tax--that have pragmatic job or domestic relevance. Basic adult education courses also tend to be an integral part of the high school adult curriculum. James H. Groves Adult High School has, in fact, several locations in New Castle County that specialize in offerings for adults who have not completed secondary school. Various branches of the YMCA, YWCA, and county and municipal Departments of Parks and Recreation sponsor classes in arts and crafts, sports and avocational skills. The Wilmington Theatre Ensemble and the Wilmington Music School offer instruction in the arts, while more vocationally- and/or professionally-oriented offerings for adults are given by the Nursing School of Wilmington, Dale Carnegie, Delaware Opportunities Industrialization Center and Cleveland Institute of Electronics. In addition, many companies in northern Delaware--especially the larger ones--provide in-house training for managers, scientists, engineers and other personnel on a regular basis.

Kent and Sussex County providers of lifelong learning opportunities are equally varied, although the volume and breadth of their offerings is considerably less than for New Castle County. The University of Delaware's Division of Continuing Education offers evening credit and noncredit courses in Dover, Milford and Georgetown on a regular basis, and other University units are extensively involved in both counties. Delaware State and Wesley Colleges sponsor evening credit and noncredit courses in a wide range of academic areas, while the Delaware Technical and Community College campuses in Dover and Georgetown offer vocational and other evening programs similar to those given by their New Castle County counterparts. Perhaps the most striking feature of postsecondary adult education offerings in the downstate counties is the extensive involvement of institutions from other states in Dover. Central Michigan University, Southern Illinois and Nova University have weekend programs leading to graduate degrees in business-related fields or education. Wilmington College offers weekend credit courses leading to bachelor's degrees in aviation management, business

management, behavioral science and criminal justice. School districts in both counties supplement the postsecondary offerings with courses that are more attuned to the avocational and practical educational needs of adults. YMCA's, Parks and Recreation Departments and a few other specialized providers of adult educational experiences are also engaged in lifelong learning activities similar to their counterparts in New Castle County.

The Commission staff's research efforts to discover the characteristics and motives of adult learners in Delaware focused primarily on Continuing Education students at the University of Delaware. These students constitute slightly more than 50 percent of the 27,000-plus annual, part-time adult participants in the lifelong learning offerings of postsecondary institutions within the State. As discussed below, the congruence between the demographic profiles of University of Delaware part-time students and those of participants in adult education activities elsewhere in the United States suggests that the findings may be generalized to students at other four-year institutions within the State. Presumably, the national-level findings on adult participants at two-year institutions should apply to comparable students within the State as well.

Continuing Education students taking credit courses at the University tend to be young, white, well-educated, employed full-time and from middle-class homes. Approximately two-thirds are under age thirty and another one-fifth are in their thirties. Single students slightly outnumber married ones. The proportion of female participants, which has been rising, now slightly exceeds the number of male registrants. About one-third of the students have college degrees and most others have completed some college-level work. Those employed full-time outnumber part-time and unemployed students by a three-to-two margin. About two-fifths of the credit participants are from census tracts having average family incomes of \$15,000-\$25,000. Although less is known about the noncredit participants at the University, some initial findings suggest considerable similarity with the credit enrollees. The principal differences with respect to demographic profiles seem to be that noncredit participants are, on the whole, somewhat older, more likely to be married and earning higher incomes than their credit course counterparts.

All of these findings are strikingly similar to those on adult participation in higher education elsewhere in the United States. As Dr. Barry Morstain has noted from his survey of the literature, adult learners are young, from the middle-income strata and have reasonably high levels of educational attainment.

Those aged 25-34 are, for example, twice as likely to take part in lifelong learning activities as those aged 45-54; persons with college degrees are two and one-half times as likely to participate as are high school graduates; and the likelihood of participation in adult learning increases directly with income. A national-level comparison of credit participants at two- and four-year institutions reveals that adult students at two-year colleges tend to be somewhat older, less well-educated, less likely to be employed and to earn somewhat lower incomes. Nevertheless, the differences are not that great and it appears that the above generalizations are also appropriate for adult students at two-year institutions.

Nonparticipants in adult education tend, on the other hand, to be people with low educational levels and incomes, those over 55 and minorities. Most state and national studies agree that cost and lack of time are the chief barriers to participation in lifelong learning activities. About one-half of the students surveyed report "cost" as the major barrier. Not surprisingly, cost tends to be of particular concern to the very young, the elderly, women and the poor. One national survey found that only one-fifth of the potential adult learners would pay over \$100 for a course and another one-fifth from \$50 to \$100. A little over one-third of the nonparticipants cite "lack of time" as the major obstacle to their involvement in adult learning. Only 10 percent of those surveyed in state and regional studies attribute their nonparticipation to dispositional barriers, such as lack of interest or feelings of inadequacy. Such barriers are, however, believed to be understated due to the tendency of respondents to provide "socially acceptable" answers.

The turnover of Continuing Education students at the University of Delaware seems to be rather high. Approximately one-third of the fall and one-fifth of the spring credit course registrants typically never have attended the University previously. Another 15 to 20 percent were once matriculated but had not registered before as Continuing Education students. The remainder had attended previously through Continuing Education but many had enrolled for only one or two semesters. Less than one-third of the credit students state that they are seeking admission or readmission to the University. The others give a variety of reasons for registering, with the most frequently mentioned being career change, career development and personal development. Most students register for one or two courses, with only slightly more than 10 percent enrolling for seven or more hours. The mean number of credits attempted per student per semester is slightly under 4.5.

The information on Delaware providers of lifelong learning opportunities and on participants in learning activities provides background data for assessing the needs of the State and the region to which the University should address itself in the future. Against this background, consideration should be given to the question of whether the pool of lifelong learners is likely to increase noticeably in the future as well as to the question of what should be the University's posture vis-a-vis other Delaware postsecondary institutions with regard to likely new participants. Answers to the former question depend on population growth, the changing composition of the population, economic conditions and a number of other factors that are sometimes unpredictable. The University's definition of its mission as it relates to lifelong learning is perhaps the key consideration with regard to the latter question. The remainder of this section will treat both questions. Although no definitive answers are given, the discussion should serve as a basis for further analysis during Phase II of the needs to which the University should address itself.

National-level studies of rates of participation in adult learning and population trends help shed some light on the likely future involvement of adults in lifelong learning activities in Delaware and the surrounding region. The first half of the present decade was, according to these studies, a boom period in adult education. Between 1969 and 1975 the number of adults participating in organized educational activities increased 31 percent compared to a 12 percent increase in their numbers in the population. This enrollment growth was especially pronounced in community colleges and vocational-technical institutions. Analysts have, however, warned that the impressive increases of the first part of the decade should not be expected to continue indefinitely. Michael O'Keefe has made some particularly cogent arguments in this regard. He cites a drastic reduction in the number of Vietnam veterans attending educational institutions under the GI bill, the declining economic returns of a college education and, above all, demographic trends as factors that are likely to slow down or even halt the increase of adult participation in learning activities. The expected declines in the traditional college age segment of the population in the first part of the 1980's will, according to O'Keefe, have their impact on lifelong learning by the latter part of the decade. The population will become older and, as studies have shown, older (i.e., over 35) adults participate less in learning activities. After taking several other factors into account, O'Keefe estimates that 25 million adults will engage in organized educational

activities in 1990, compared to 20 million in 1980; many of these five million additional learners may participate in offerings outside of postsecondary educational institutions.

A Commission staff study of Delaware population trends indicates that population growth rates and changes in the composition of various age groups can be expected to resemble those at the national level, thus lending themselves to conclusions similar to O'Keefe's. An estimated participation rate of 18 percent of the adult population was used by the staff as a basis for examining current and future involvement in lifelong learning in Delaware. The figure corresponds to estimates made by O'Keefe and others, adjusted slightly upwards for Delaware's higher income base. It was also estimated that about one-third of these learners would participate in postsecondary learning activities, based on the findings of the National Center for Educational Statistics in its 1975 triennial survey. Comparison of these rates with actual current part-time enrollments in Delaware's postsecondary institutions indicates that the present degree of participation in Delaware is slightly above national-level averages. Approximately 60 percent of the 27,000-plus adult learners in the State attend the University of Delaware. Population projections suggest an increase of 9,000 lifelong learners in the State between 1980 and 1990, of whom about 3,000 might be expected to enroll in postsecondary institutions assuming the status quo with regard to programs offered, their appeal to various new student populations and the resulting lack of change in the present participation rate. Based on this assumption, the potential exists for significant but modest--i.e., perhaps 10 to 15 percent--growth in enrollments at the University by attracting the adult, part-time student. As will be discussed in a later section, the growth in demand most likely will be uneven with certain subject areas emphasized much more than others.

The University will doubtless want to respond to the needs of some but not all of the expected new participants in adult learning. Choices will depend on definition of the University's role in the area of lifelong learning as it relates both to mission and to established relationships with other postsecondary institutions. Some division of the market between the postsecondary institutions in the State has resulted from differences inherent in the offerings of the two- and four-year and public and private institutions. Perhaps the principal factor that has worked to divide up the credit portion of the market is the distinction between the types of offerings of the University and the numerous two-year institutions within the State. The emphasis of the former is upon traditional

academic subjects and upper-level courses, while two-year institutions tend more toward offering occupational and vocational subjects. The University's command of a sizeable portion of the noncredit market may reflect its financial advantages in this labor-intensive, high-cost area. Still another factor that influences the University's market position is location, since residents of each county usually attend institutions in that county and the University's programs are accessible to all of New Castle with its very large population base.

Whatever the exact causes, the division of the adult education market in Delaware seems to have resulted as much from inherent differences in the various institutions as from conscious policy choices. In this regard, Commission members believe: 1) that the University's future lifelong learning-related decisions should be based on a University commitment to lifelong learning; 2) the commitment should emphasize quality programming; and 3) the University should increase the level of its cooperation with other Delaware postsecondary institutions involved in lifelong learning.

TASK THREE: DETERMINE THE EXTENT TO WHICH LIFELONG LEARNING NEEDS ARE UNMET BY EXISTING PROGRAMS

The Commission sought opinions on unmet learning needs from the University's faculty, representatives of key organizations and agencies throughout the State, and the public at large. Faculty input was obtained through unit reports on unmet needs. The views of a number of organization and agency representatives who have established, ongoing relationships with University units were reflected in those reports, while the opinions of others in the State were obtained from interviews conducted by the Commission staff. A newspaper advertisement was used to solicit input from the public. Although there were few responses to the advertisement, both the unit reports and the staff interviews provided a great deal of useful information on the lifelong learning needs of Delawareans that are not being met by existing programs.

The unit reports identified several course and program-related areas in which there seem to be unserved but willing audiences. Several units indicated a need for degree programs tailored to meet the needs of part-time adult students. The College of Arts and Science believes, for example, that the Bachelor of Arts in Liberal Studies degree can be shaped to fit the needs of part-time adult students needing non-traditional degrees and, similarly, Urban Affairs recommends that portions of its M.P.A. and M.A. programs be offered at off-campus sites to facilitate enrollment by current practitioners. The College of Marine Studies indicates a need for establishment of a new master's degree program for practitioners of marine technology. An underlying theme in these and other recommendations is the need for improved packaging and sequencing of evening and weekend courses. Where scarce resources might not permit entire degrees to be obtained through evening and/or weekend coursework, consideration might be given to scheduling that facilitates completion of major requirements through part-time study. A potential side benefit of such scheduling would be that adults would attend classes with each other on a fairly regular basis.

Noncredit programming, especially in the professional areas, also received considerable mention in the unit reports. Several colleges/units cited unmet needs of practicing professionals for courses serving to update as well as develop their skills. Additional courses aimed at acquainting professionals in one area with basic information from another area also seem to be needed. The College of Engineering indicated, for instance, that there is

a sizeable underserved constituency of chemists, physicists and life scientists who wish to know something of the fundamentals of engineering. Similarly, the College of Arts and Science reports that professional engineers who work with geologists in New Castle County have unmet needs with regard to a knowledge of geology. Some professionals apparently also require additional noncredit courses of a technical and highly specialized nature as well as those designed for licensing and relicensing. Although fewer in number, unmet needs of an avocational nature also were noted in the unit reports. The College of Arts and Science suggests, for instance, the possibility of developing short courses in language instruction for people who intend to travel abroad. Similarly, the College of Agricultural Sciences recommends a number of noncredit short courses aimed primarily at homemakers.

A third area of unmet learning needs involves those of a public informational and service nature. A number of units recommend either the creation of new programs or expansion of existing activities in this area. The College of Agricultural Sciences believes, for example, that there is a need for greater understanding by the public of the forces and processes that impact food production and subsequently food prices. In a like vein, the College of Human Resources recommends a series of courses for the public on issues and concerns in the areas of food safety, nutrition and health. The College of Arts and Science, on the other hand, suggests that there may be sizeable audiences for programs in the ethnic heritage of Delaware that would draw upon the linguistic, social and cultural knowledge of the State's senior citizens as a resource. Similarly, the College of Marine Studies indicates a need for oceanography and meteorology appreciation courses, while the College of Urban Affairs believes that governmental and other agencies require additional technical assistance.

Besides reinforcing some of the views of the academic units, representatives of public and private agencies interviewed by the Commission staff identified some additional unmet needs. Several organizational representatives tended to reaffirm the faculty's belief that there is a need for additional credit courses, especially at the graduate and advanced undergraduate level. For example, representatives of the Division of Mental Health and the Division of Social Services both cited what they believe is an employee need for a graduate program for "human service" workers (i.e., the need for a master's in social work). In support of their views, they noted that the Division's

employees must now go out of state to further their education. The Education Officer at the Dover Air Force Base stated that there are unmet needs on the Base for graduate programs in public affairs, education, business administration and systems management, as well as a number of undergraduate programs. A few representatives of larger private firms, while not urging degree programs in their entirety, did indicate the need of many professional employees for graduate and advanced undergraduate courses in job-related areas. A representative of a downstate postsecondary institution emphasized that one of the University's unrealized strengths is its potential ability to meet the needs of adults in Kent and Sussex counties for advanced credit courses.

A variety of unmet noncredit needs also came forth during the interviews. As in the unit reports, professional development and relicensing courses were mentioned most often. An insurance spokesman, for example, cited rapidly expanding needs for programs designed for skill updating, licensing and relicensing of professionals in that area. Other noncredit educational needs that received more than passing attention in the interviews were programs for women, especially those preparing to enter or re-enter the job market, and those for the elderly. Several interviewees noted the need, for example, for more emphasis on learning activities that would prepare the elderly for retirement. Other suggestions included programs for parents of the handicapped that would show them what is available from government and other sources, courses on the rights of the handicapped, and offerings designed to show people how computers work and what they can do as contrasted with teaching programming and related computer skills. Avocational needs received noticeably less attention than job-oriented needs in the interviews, although one industry spokesman did recommend recreational and other leisure-time courses aimed at diverting blue collar employees from the routine of the factory.

Several interviewees cited learning needs of lower income groups, minorities and others who typically have low rates of participation in educational activities. It is, however, precisely in these areas that there was more disagreement about and questioning of the University's proper educational role. A medical society spokesman, for example, cited education of the public in adult diseases, symptoms and care as a major need, but based on his experience was pessimistic about attendance of courses designed to meet that need. There were even more varied opinions and, in the case of some, pessimism concerning the educational needs of traditionally low-participation

groups. While some interviewees favored the University's involvement in programs aimed at upgrading the skills of traditional nonattenders, others doubted the wisdom of any major thrust in this direction. Several of the latter believed that lack of finances as well as other situational factors would inhibit widespread participation of low income groups in learning activities no matter how great the University's efforts. Others emphasized dispositional barriers such as lack of interest, failure to see any relationship between education and job advancement, an occasionally perceived intimidating image of the University and earlier negative educational experiences. Those who were more optimistic about increased involvement of these groups sometimes saw educational institutions other than the University of Delaware as the best potential providers. Several interviewees noted, for example, that the State's two-year postsecondary institutions, as well as adult programs conducted through the high schools, are better suited to meet the basic skill development, remedial and avocational educational needs of lower income Delawareans.

Both the interviews and the unit reports also served to remind that there may be unmet educational needs that relate more directly to the manner in which existing learning experiences for adults are being provided and supported. Scheduling of courses is a case in point. Better course sequencing is a theme that was already touched upon in the discussion of unit reports. More innovative formats is a related theme that was mentioned by several interviewees as well as a few University of Delaware faculty and college representatives. Suggestions included more weekend courses, exclusively weekend degree programs, abbreviated semesters made possible by longer individual class sessions, self-paced study and early evening courses. Scheduling of more courses at more convenient locations was still another point that was made several times. Those who called for more off-campus courses often cited distance as a major impediment to participation in adult learning, a position that is supported by much of the research on lifelong learning in other states. The distance factor seems to be particularly important with regard to the elderly and other groups that are faced with serious transportation problems. A few interviewees noted that the scheduling of more courses at the place of work would not only alleviate the transportation problem but might also aid in overcoming employees' apprehension of contact with the University.

There appears also to be a need for more effective communication between the University and both actual and potential adult students. This extends from additional counseling and career planning services for those who are presently taking courses to better information on course offerings for nonparticipating adults who still may be interested in furthering their education. At the present time, a few University units do provide counseling for part-time students, but the only unit that has regular evening and off-campus office hours is the Division of Continuing Education's ACCESS Center. The University, through the Division of Continuing Education, also maintains a close working relationship with EIC/INFO, which provides information on course offerings that are of particular interest to adults throughout the State. The thrust of this organization's efforts have, until recently, been in New Castle County. Perhaps indicative of the difficulties faced by a single organization operating in this area--in trying to make large numbers of people aware of important and correct information and operating with only limited resources--is the comment by one interviewee that an impediment to higher employee participation in University course offerings is the widespread belief that postsecondary institutions are strictly degree-oriented--obviously, misconceptions exist which need to be remedied.

The importance of treating adults as adults is still another theme that recurred in different ways during Phase I of the Commission's work. One part of this theme reflects, of course, situational differences between the typical full-time matriculated student and his part-time adult counterpart. The latter, unlike the former, is likely to work full-time or engage in other activities that make it impossible to adhere to the University's traditional weekday schedule of classes and support services. To be served realistically and adequately, the adult part-time student must have access to administrative and counseling services in the evenings and/or on weekends. Perhaps a less obvious but still important distinction between adult learners and traditional college-age students involves the manner in which they approach learning. Typical adult students differ from their younger counterparts in the amount of experience they bring to a learning situation, the more pragmatic reasons they have for pursuing knowledge and in a number of other ways that bear upon teaching styles and content. As Alan Knox emphasized in his January 19 workshop at Clayton Hall, the adult is likely to learn most effectively when principles of adult development and learning are understood by instructors.

The need for greater instructor understanding and application of these principles was noted by several of the units in their reports as well as some of the organizational representatives interviewed by the Commission staff.

Finances are another vital concern that should be considered under the heading of unmet educational needs. Most part-time students, and particularly those enrolled in credit courses, pay their own way. This has been found to be the case nationally and doubtless relates to some degree to the strong relationship between socioeconomic status and adult participation in lifelong learning. Much of the financing that does occur comes from employer reimbursement of employees for job-related courses. Very little financial assistance is available to adult learners through University financial aid programs; this situation is typical of postsecondary institutions throughout the country. Although some of the people interviewed by the Commission staff discounted lack of finances as a major deterrent to adult learning, most considered it a serious obstacle. More liberal employer reimbursement policies for employee educational endeavors might alleviate some of the problem, but this would not affect many of the most needy adults. In truth, there may not be any more likelihood of this than of increased government funding of adult learners. Still, the University might reexamine its own financial aid policies with respect to part-time adult students, with a view toward relaxing current restrictions that make it virtually impossible for needy adults to qualify for assistance.

TASK FOUR: PERFORM THE RESEARCH NECESSARY TO DETERMINE THE CHARACTERISTICS, MOTIVATIONS, ATTITUDES, PROGRAMS, FINANCIAL REQUIREMENTS AND TIME AND PLACE NEEDS OF NEW STUDENT GROUPS

The Commission sees this question in an even broader context than has been stated above regarding research that is required to better comprehend the market that exists--or does not exist--for lifelong learning in the future. It is felt that comprehensive, ongoing research must be carried out in order to maintain an up-to-date, realistic understanding of those who participate in lifelong learning and those who do not, as well as of pertinent population trends at the national, State and University levels which would have an impact on future programs and policies for the University.

The members saw this research task as being well beyond the scope of the Commission's capabilities within the limited time available. However, it is felt that significant, preliminary contributions to this task were made through the research completed to answer Task Questions Two and Three. Dr. Morstain's "state-of-the-art" report included profiles and needs of both participants and nonparticipants in lifelong learning, as did the reports submitted by the units and the interviews that were conducted Statewide. The studies completed by the staff on detailed demographic profiles of CEND students and the population and participation projections for the State are additional contributions to a solid knowledge of those who presently engage in lifelong learning.

Additional--and much more detailed--research is needed to determine specific answers to the questions asked in this Task with regard to those who do not presently participate (i.e., "new student groups"). Strong feelings from the Commission on this matter led to Recommendation 8 and ongoing research in such areas is already being planned.

TASK FIVE: DETERMINE THE EXTENT TO WHICH IT IS APPROPRIATE AND FEASIBLE TO TRY TO RESPOND TO THE UNMET NEEDS

The Commission's activities during Phase I should be viewed as an initial step toward more extensive faculty and, in turn, University involvement in lifelong learning. The unit reports on unmet needs together with the results of the Problem Identification Workshop convey a recognition by faculty and administrators alike of the range of opportunities arising from the educational needs of adults who are either unserved or underserved by existing policies. Along with this recognition, there seems to be a willingness to respond to those needs that fall within the University's overall mission and its resource capabilities. The tasks ahead will be to devise a plan as to which lifelong learning needs should be served and in what manner, and to decide what internal changes may be necessary to implement the plan.

Several points of agreement have emerged with respect to increased University involvement in lifelong learning. First, progress in developing a strengthened commitment to lifelong learning at the University of Delaware requires a conceptual framework that integrates lifelong learning with the basic programs of the University. Commission members were not entirely in agreement as to the extent to which there is consensus on the University's mission. They did, however, agree that the mission should incorporate the principle of lifelong learning as an essential component of teaching, research and service; thus providing a philosophical basis for deciding what types of lifelong learning the University should offer, giving coherence to lifelong learning programs by relating them to each other and to other programs of the University, and giving direction for the academic units to follow in determining the central thrust of their lifelong learning activities. This review of existing mission statements is referred to in Recommendation 1.

Many of the unmet course needs that were specified in the unit reports and the interviews with representatives of public and private agencies are similar to those already being met by the University and would be expected to fall well within this framework. Examples would be the extension of professional development programs to new groups, a more degree-oriented set of credit course offerings in the evenings and on weekends, and an expansion of credit and non-credit offerings at off-campus sites. Improved student services to better

accommodate the needs of part-time adult learners would also appear consistent with a broadened University commitment to lifelong learning. These services would include scheduling of additional evening hours by campus units, providing counseling and administrative support services, and greater availability of financial assistance to adult students. Other areas of adult need would appear more controversial. Examples would include new credit options involving more extended use of credit by examination, credit for life experiences, development of external degree programs and a significant commitment to the use of modern communication facilities and technology through new and innovative course offerings. Recognition of these kinds of unmet needs of nontraditional students led to Recommendations 6 and 7.

An increased research effort in the areas of adult development, learning patterns, educational needs and demographic characteristics is an essential component of a full-fledged University commitment to lifelong learning. Instructors must understand the manner in which adults learn if they are to impart knowledge to part-time students most effectively and aid program specialists in the development of new courses to meet adult learning needs. In particular, information on adult learning patterns that differ from those of traditional college-age students should be gathered, disseminated and continually updated. Population trends--to include birth rates, patterns of migration (in and out of the State), and changing age group compositions--should be analyzed regularly and related to lifelong learning activities of the University. Similarly, the current efforts of the Commission staff in conjunction with the Division of Continuing Education to understand the demographic characteristics and motivations of adult learners within the State and the region should be continued and related more closely to the University's other research activities on student characteristics and needs. The need for continued research and the application of its results to better teaching and serving of the nontraditional student led to Recommendation 8.

An effective Statewide policy in the area of lifelong learning requires a cooperative effort on the part of all public education institutions within Delaware. Many of those interviewed felt that as the State's largest post-secondary institution the University of Delaware should assume a leading role in developing a coordinated approach to meeting the educational needs of adult Delawareans. They noted that educational offerings aimed at adults are inadequately coordinated, which sometimes results in duplication of course offerings

as well as gaps in certain areas of educational need. The need for coordination may be especially great in Kent and Sussex Counties, where postsecondary institutions in those counties have some already well-established courses and programs. Faculty and administrators at the University are sensitive to these problems, as evidenced by their comments and expressions of concern at the Problem Identification Workshop. The recognition of the need for better cooperation and coordination of effort of educational institutions throughout the State led to Recommendation 10.

The question of the relationship among Delaware's educational institutions offering lifelong learning programs touches upon the role of the University with regard to low participant groups as well as those whose interests are primarily vocational or recreational. As explained under Task Three, many of the needs of these groups are being met in two-year colleges or high schools that have evening programs designed for adults. Some of the low participant groups do have job-related educational needs as well as avocational needs that are not being met. A number of workshop participants seemed to believe, however, that a substantial University commitment to the meeting of those needs would draw resources away from traditional programs. In any case, some determination of this question should be a central consideration in the Phase II activities. It should be noted also that University involvement with meeting the educational needs of low participant groups need not be confined to or even centered around programmatic and course offering concerns. Consideration should be given to other ways in which the University's resources might be used to assist in meeting the learning needs of low income groups, minorities and those who want vocational training. There is evidence, for example, that some of these people are in need of better information about educational institutions and the courses they offer, as well as needing counseling to help them make decisions based on this knowledge. The University conceivably might wish to commit some resources to investigating this question and, depending on the findings, might consider taking steps that would aid in meeting this need. Developing innovative approaches to help certain new student groups gain access to postsecondary education is the essence of Recommendation 9.

An expanded commitment to lifelong learning carries with it a requirement of improved internal coordination of programs designed for nontraditional students. All of the University's colleges presently are engaged in lifelong learning activities, with several having either federally-funded or self-supporting programs. Thus it is appropriate that the Provost has designated

that the Council of Deans serve as the policy and coordinating board for lifelong learning at the University. Improved communication about lifelong learning, both internal and external, should be a central concern of this council. At present, colleges and units are sometimes unaware of present or proposed lifelong learning programs of other units and how they interface with each other. The Council of Deans, therefore, might want to initiate a clearinghouse procedure for planning and implementing lifelong learning programs. This would assist with the resolution of these problems; aid the coordination of program efforts of faculty, professionals, and outside agencies alike; and improve advisement of nontraditional students as to availability of program options. The Council should look into ways of expanding the potential for lifelong learning within existing programs and providing resources or stimuli for new or enlarged participation in units not now heavily involved in such programs. This need for better internal communication and coordination led to Recommendations 4 and 5.

Heightened faculty interest and participation in lifelong learning activities is essential if the University is to meet the educational needs of new student groups. This is a logical corollary of the faculty's responsibility for formulation of academic, and therefore lifelong learning, programs at the University. At the same time attention should be given to how lifelong learning involvement by the faculty will be evaluated for purposes of awarding salary, promotions and tenure. Policies that should be considered as potential aids to faculty participation in lifelong learning include in-house training sessions on principles of adult development and adult learning, formation of faculty committees to assist program specialists in the development of credit and noncredit courses, and stepped up efforts to identify additional faculty resources in areas of greatest need. The recognition of this need for increased faculty responsibility and involvement and support of the same led to Recommendations 2, 3, 4, and 5.

In summary, the Commission recommends that the University commit itself to a vigorous, concerted, and well-organized attempt to expand and improve lifelong learning opportunities for the citizens of Delaware and the region. Phase II of the Commission's work should be aimed at insuring that, whatever its ultimate scope, the project is a carefully-considered and quality effort. Probably the best way to accomplish this would be to divide the Phase II work of the Commission among task forces, each headed by a Commission member and

composed of other members drawn from the University community. This would allow in-depth study of problem areas identified during Phase I, with opportunities for maximum participation by those who will ultimately be charged with implementing the University's design for lifelong learning. The anticipated product of these task forces would be a five-year plan for University of Delaware lifelong learning for the years 1980-85.

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PHASE I REPORT
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